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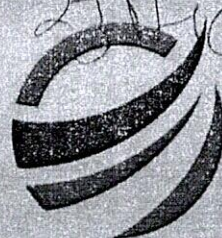
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A STUDY ON CAREER DECISION MAKING AMONG ADOLESCENTS

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ABSTRACT

In recent years, there has been an increasing interest in examining career decision-making among university students and graduates. It is anticipated that these findings may lead to the development of strategies that allow young people to make rational career decisions and good career choices. This information may also have meaningful implications for educational institutions and assist them to facilitate students' career opportunities and to help students achieve career success after graduation. For the present study that is A study on the attitude towards dowry of youth. Total 152 students were selected from 5 rural and 5 urban colleges.

In this study the result that has been seen that there is significant difference in decision making of English and Hindi medium higher secondary school students, Science and arts students but there is no significant difference in decision making of English medium Science and Arts students and Hindi medium Science and Arts students.

INTRODUCTION

The title of a research only brings the acknowledgement of subjects name and scope relating to the topic, but there is to make set statement after determining the problem. This statement may be executed due to the medium of questionnaire. It is of course a fact that the problem is the central point of the research and whole the research work depends on this point. And it is very obvious to note that human society accepts several other sources for the fulfillment of its various necessities as accordingly. If the man's necessities are not fulfilled with some present sources, there we observe problem everywhere. It is often known that the depth of problem depends upon the achievement of sources and the seriousness of the necessities as accordingly. Although a lot of research has been done on attitude towards dowry but nobody has done any work on the topic of attitude of youth towards dowry. It has not been ever touched. Hence it is a small effort to study it.

METHODOLOGY**OBJECTIVE OF STUDY**

- ☐ To measure the decision-making of career choice among higher secondary students.
- ☐ To measure the decision-making of career choice among English medium higher secondary students.
- ☐ To measure the decision-making of career choice among hindi medium higher secondary students.
- ☐ To measure the decision-making of career choice among science stream higher secondary students.
- ☐ To measure the decision-making of career choice among arts stream higher secondary students.
- ☐ To measure the difference between English and hindi medium higher secondary students decision-making of career choice.
- ☐ To measure the difference between science and arts stream higher secondary students decision-making of career choice.

HYPOTHESIS

H₁: There will be no significant difference in decision making of English medium and Hindi medium higher secondary students .

H₂: There will be no significant difference in decision making of English medium science and arts higher secondary students .

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H₁: There will be no significant difference in decision making of Hindi medium science and arts higher secondary students.

H₂: There will be no significant difference in decision making of English medium and Hindi medium science students.

H₃: There will be no significant difference in decision making of English medium and Hindi medium arts students.

SAMPLE

For the present study that is A study on the attitude towards dowry of youth. Total 152 students were selected from 5 rural and 5 urban colleges

TOOLS

In the preset study the investigator has adopted English version of career decision of adolescent scale by Dr. Kiran Deep Singh to measure the career decision of adolescent of both medium and Science and Arts stream.

RESULTS

H₁: There will be no significant difference in decision making of English Medium and Hindi Medium Higher Secondary Students.

Medium Higher Secondary Students .					
S.No	Compare Group	Number of Data	Mean	S.D.	t-value
1	English Medium	50	61.98	3.18	3.56
2	Hindi Medium	50	59.98	3.44	
Df=98 P<0.05 Significant					

It indicates that our proposed hypothesis is Rejected.

H₂: There will be no significant difference in decision making of English medium science and arts higher secondary students.

S.No	Compare (English Medium)	Group	Number of Data	Mean	S.D.	t-value
1	Science Students		25	59.89	3.76	1.56
2	Arts Students		25	57.78	3.59	
Df=48 P>0.05 Insignificant						

It indicates that our proposed hypothesis is **Accepted**

It indicates that our proposed hypothesis is Accepted.

H₃: There will be no significant difference in decision making of Hindi Medium Science and Arts Higher Secondary Students.

S.No	Compare (Hindi Medium)	Group	Number of Data	Mean	S.D.	t-value
1	Science Students		25	60.02	3.46	1.67
2	Arts Students		25	62.04	3.44	
Df=48 P>0.05 Insignificant						
It indicates that our proposed hypothesis is Accepted						

It indicates that our proposed hypothesis is Accepted.

H₄: There will be no significant difference in decision making of English medium and Hindi Medium Science Students.

English medium					
S.No	Compare Group (Science Students)	Number of Data	Mean	S.D.	t-value
1	English Medium	25	59.89	3.76	1.20
2	Hindi Medium	25	60.02	3.46	
Df=48 P<0.05 Significant					

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H_5 : There will be no significant difference in decision making of English medium and Hindi medium arts students.

S.No	Compare (Arts Students)	Group	Number of Data	Mean	S.D.	t-value
1	English Medium		25	57.78	3.59	2.26
2	Hindi Medium		25	62.04	3.44	

Df=48 P<0.05 Significant

It indicates that our proposed hypothesis is Rejected.

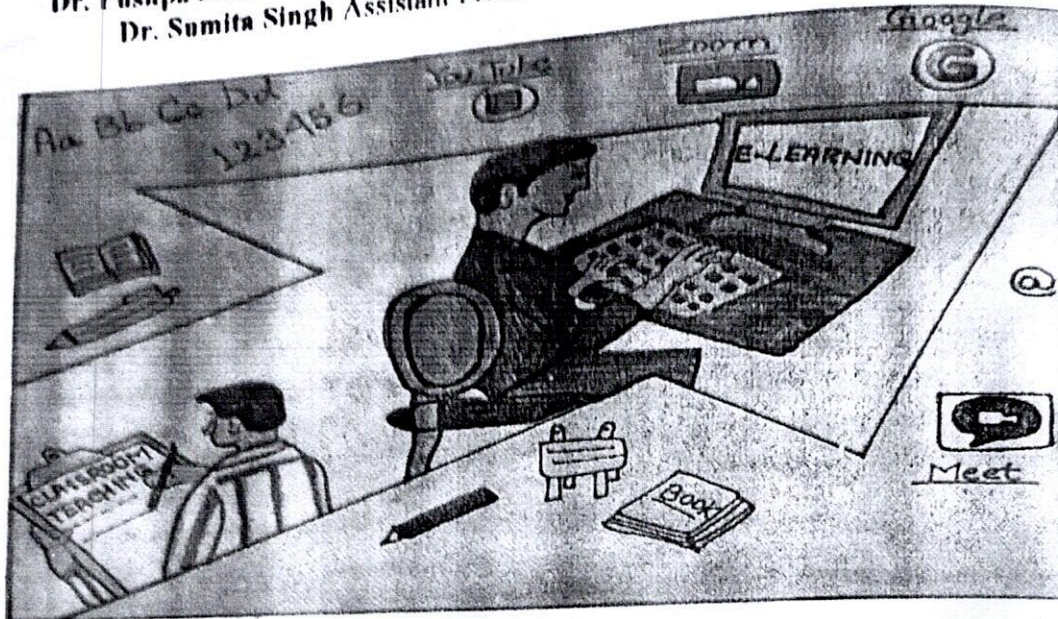
CONCLUSION

The disability to control all factors in a research work to avoid some abnormal situation within the sample is called delimitation. The present study has following limitations:

1. It is primarily a youth-oriented study.
2. The study mainly focuses on undergraduates and postgraduates.
3. The study is conducted on students of both Hindi and English medium.

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“Education is the most powerful Weapon which you can use to change the world.”
Nelson Mandela.

This quote by Nelson Mandela serves as a constant reminder that the power of education extends beyond the development of skills we need for economic success.

With the spread of the coronavirus, the education system is facing a new crisis. As on March 24, 2020, more than 160 countries mandate some form of school closures impacting at least 1.5 billion children and youth. In the mid-April, UNESCO reported 192 countries had closed all schools and universities, affecting more than 90 percent of the world's learners: almost 1.6 billion children and young people. And as on June 07, 2020, approximately 1.725 billion learners are currently affected due to school closures in response to the pandemic.

COVID-19 pandemic has affected educational systems World-Wide, leading to the near total closures of schools, universities and colleges.

Here few questions arises: How long schools will remain closed? How long students learning will be affected? How greatly this will affect the poorest and most vulnerable population? It is difficult to say we do not yet know enough about what happen next. School closures in response to the COVID-19 pandemic have shed a light on numerous issues affecting access to education. It is said: “Sometimes we are tested not to show our weaknesses but to discover our strength.” In response to school closures, UNESCO recommended the use of distance learning programs and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education.

As a result, education has changed dramatically, with the distinctive rise of e learning, where by teaching is undertaken remotely and on digital platforms.

In response to significant demand, many online learning platforms are offering free access to their services, including platforms like BYJU'S, a Bangalore based educational technology and online tutorial firm founded in 2011, which is now the world's most highly valued detach company.

Majority of private schools and other educational institutions have initiated mandatory virtual classes on a daily basis, and thus, teachers are sharing their lessons over skype call, Zoom call or many other virtual class options to keep the learning on

Wherever and whenever required, the training is provided to students and teachers through videos to use technology to facilitate virtual classes. Some educational institutions are also providing pre-recorded videos of lessons to students where teachers explain the topic extensively.

From school pupils to civil services aspirants to doctoral students, all are engaging in this online learning happening across the spectrum of education institutions.

Ironically, it has taken a pandemic like COVID-19 outbreak to get the education sector to surviving to digital mode with both human and technical support.

However, a large section of students from under-privileged / backward families or living in remote areas do not have access to the internet.

The report of Hindustan times updated on June 01, 2020 says- "Malkeet Singh's 12-years old son, a class 6 student at a private school in west Delhi, is worried ever since his school switched to online lessons and tests following the COVID-19 lockdown, as no one in his family owned a smart phone, he was unable to appear for the seven tests conducted by his school recently". Singh's children are among the several hundred students admitted under the economically weaker section quota in 1700 private schools in the capital every year and are entitled to free education. However, the switch from classroom teaching to online education has left them in lurch.

Another report of Hindustan times updated on May 05, 2020 says -"Rishabh saxena , a class 9 students of south Delhi school, wakes up around 7 a.m and , an hour later, planks himself in front of the computer . He is in front of the screen until noon, attending one, online class after another . Every evening . Rishabh spends up to three hours more on the computer to complete his class assignments."

Parents are concerned that their children aren't receiving in -depth education and are spending a little too long in front of the computer or mobile phone's screen, questioning how much of a good thing is actually good.

Another report of Hindustan Times updated on May 30, 2020, says -"Sunita Majhi (name changed) wants to become a Doctor . Her father Shyam Majhi believed in his daughter dream and to fulfil that he sold most of his property to move to Visakhapatnam so that Sunita could study in a good school. But after loosing almost everything in the lockdown, Shyam has returned to his village in Odisha's Kalahandi district and has no plans to send 10-years-old Sunita to School at least for the next one year.

Priti Mahara, Director-policy, Research and advocacy , child rights and you (CRY) said, "since the first official national lockdown was announced, school have been closed across the country. As migrant families return to their villages, struggling for their survival , it is very likely that their children's access to education will suffer unless special efforts are made ."

Students are from different social background and not every student has access to a laptop or an internet connection . It is not possible for such students to attend online classes , And those who are having an internet connection, they are facing connectivity issues, despite the advances in technology. Nevertheless , the situation appeared as an opportunity for students to push themselves and work hard to achieve their goals as well as for the teachers to motivate their students and work hard to teach them with limited resources.

"Teachers are the next level of COVID warriors , fighting for the nation and shaping the future of tomorrow ."

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